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ABSTRACT

Public and private school collaboration is one approach to educational reform that may be working in many schools across the country. The Forum for Public and Private Collaboration is committed to publicizing successful collaborative efforts while providing an outlet for educators involved in collaboration to share ideas and receive help. The 1996-97 research team for the Forum has concentrated on these goals. Goals of the Forum were promoted through the establishment of a Web site as a step toward developing and disseminating a theoretical basis for discussions of collaboration. A survey of collaborative programs resulted in preparation of case studies. Case studies are presented of collaborative efforts at Peninsula Bridge (California), ASCENT (a summer outreach program in Tennessee), and Summit School and South Park High School, Winston Salem (North Carolina), and of two discontinued collaborative efforts. A review of these studies leads to the conclusion that six characteristics are crucial to successful collaboration: (1) mission; (2) real activity; (3) funding and resources; (4) open boundaries; (5) assessment; and (6) leadership. While these do not seem to occur in any particular order of importance, they all need to be present at some level for collaboration to be effective. An appendix describes the establishment of the Forum's Web site and gives some examples of its exchanges. A second appendix presents the school survey. (Contains 15 references.)

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The Forum for Public/Private Collaboration

Public and Private School Collaborations: Educational Bridges Into The 21st Century

Professor Pearl R. Kane
The Klingenstein Center
Teachers College, Columbia University
July 1, 1997

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As the nation searches for solutions to its complex educational problems, many different portions of society are participating in the debate. Often the proposed solutions involve total restructuring of the educational system. While we acknowledge that this instinct is worthwhile, we feel strongly that it is equally important to study solutions that may currently be working, even in our zeal for all-encompassing, quick answers. Collaboration is such a solution. It is occurring in increasing numbers throughout the country in a wide variety of settings. It is being implemented on both small and large scales by educators and concerned citizens who seek to make a real difference. The Forum for Public and Private Collaboration is committed to publicizing such work while providing a viable outlet for these educators to share ideas, receive help and contact others.

The 1996-1997 research team has concentrated on achieving these two goals outlined by the Forum's original charter. In order to do this, however, it was immediately clear that we needed to sift through the work that had been done previously. Thus, a significant amount of time was spent trying to collect and interpret information concerning the founding of the Forum, the original data collection (for which the database had been lost), current educational literature and the research done by last year's team. Once this substantial effort was made, we determined that the goals of the Forum could be best met by updating our data and establishing a Web site. These steps would allow us to develop and disseminate a theoretical base through which collaboration between private and public schools could be understood. Furthermore, they would establish the mechanisms through which the Forum can be a significant contributor to educators' understanding of collaboration for years to come.

The process of establishing a Web site required a significant amount of research about the logistics of such an endeavor. Once this was completed, we distributed a survey through the mail and received returns both through the mail

and the Web page. In order to supplement this knowledge, we then completed a set of phone calls to a random sample that resulted in the case studies that appear in this report.

These results were analyzed quantitatively and qualitatively. These methods allowed us to isolate six characteristics that were crucial to successful collaboration: mission, real activity, funding/resources, open boundaries, assessment and leadership. While our research did not indicate that these occur in any particular order of importance, we were able to conclude that they all need to be present at some level. In fact, collaboration is a process of give and take, one in which these characteristics must interact in a way that allows them to complement each other. The report ends with a series of conclusions which can be used to give future research teams a beginning point and allow the work of the Forum to go forward in a continuous manner.

Public And Private School Collaborations: Educational Bridges Into The 21st Century

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A Brief History of the Forum for Public/Private Collaborations

> Traditionally, public schools have dismissed private schools as elite institutions that exist only for the upper classes of society. Independent schools, which in part, have justified their existence as providing models for public education seldom succeed in bringing public schools to their doors. Essentially, public and independent schools have existed as parallel institutions with little communication or transfer of knowledge about effective practice between them .

The preceding quote, the opening words from the original document compiled by the Forum for Public and Private Collaboration in September 1995, explains the circumstances that led to its founding. The founders, united by the idea of eliminating this problem, met in January, 1995 at Albuquerque Academy. The number of influential independent school educators serving as members of this group speaks to the importance of this topic:

Pearl Kane, Forum Chair: Professor, Teachers College, Columbia University,

Dick Barbieri: Executive Director, Association of Independent Schools in New England
Patrick Basset: Executive Director, Independent Schools Association of the Central States
Robert Blair: Head, Kentucky Country Day School
Robert Bovinette: Head, Albuquerque Academy
Paul Cummins: President, Crossroads School
Fred Dust: Head, Bush School
John Ferrandino: Superintendent, Board of Education Division of High Schools, New York City
Euhania Hairston: Principal, M.L. King Early Childhood Education Center
Dianna Lindsay: Principal, New Trier Township High School
Peter Relic: President, National Association of Independent Schools
Tony Ricasner: Principal of a School in New Orleans
Starr Snead: Consultant, Starr Snead and Associates
Judith Sullivan: Associate Director: Philadelphia Futures
Robert Witt: Executive Director, Hawaii Association of Independent Schools

On page 2, the Forum's original charter hypothesizes that, "[f]rom securing

funding to setting up optimal organizational structures, most schools involved in collaborations waste time and resources on reinventing the wheel." The Forum represents an attempt by private educators to alleviate this problem by providing a clearinghouse for information related to public and private school collaboration. It seeks to examine those aspects of collaboratives which contribute to success and those that may lead instead to failure. Furthermore, the Forum seeks to use the media (both electronic and print) to promote the successful programs as examples. Therefore, if the goals of the Forum are met, it will provide many ways for those interested in collaboration to gain information about successes, potential pitfalls, and ideas that make collaboration work.

Since its 1995 inception, the Forum has had research support from graduate students at Teachers College, Columbia University. The 1995-1996 team took information from an initial sampling (collected by the Forum for use at its original meeting in January 1995) of over 200 schools and categorized collaboratives into the following categories: Student-Academic; Teacher Professional Development; Student-Extra-Curricular; Student-Outreach/Interests/Projects. The team then used these categories as the basis for classifying the surveyed schools according to the primary purpose of their collaborative. The follow-up consisted of interviews with some of these schools to provide more in-depth information. The team subsequently compiled this research into a final document in which they defined terms, analyzed why schools might cooperate, assessed the extent to which collaboratives organized around student needs, discussed the benefits of collaboration, and made recommendations for future research.

The 1996-1997 research team spent a significant part of the year analyzing prior data by attempting to sift, sort and select the important ideas from those put forth by the 1995-1996 team. While the previous team's research was a useful way to

compile the information accumulated by the Forum, this year's team read the original documents and thought that our essential charge was to establish an atmosphere whereby the Forum could have the technological capability to disseminate this vast store of information effectively. With this in mind, we spent a substantial amount of time trying to establish short, intermediate, and long-term goals for the Forum in order that subsequent individuals or groups would be able to start with the basic machinery and information needed to further the mission of the Forum. To achieve these goals, we first established a website that allows for the dissemination of information about collaborative endeavors. Our hope is that this website will become the central vehicle though which groups can share ideas in a way that both encourages and facilitates collaboration. To complement this endeavor, we distributed another survey (through the mail and electronically) and completed a set of follow-up phone calls to update the information that the Forum had already collected. Simultaneously, we undertook a comprehensive review of the existing professional literature and met frequently to discuss our findings. Finally, we used all of this information to establish theories and write the supporting case studies that appear in this document. It is our hope that this document can serve to give future research teams and those interested in collaboration a basic theoretical understanding of the necessary concepts.

An Examination of Selected Literature

As we read the reports from the previous study team, from Alec Lee's 1994 Klingenstein Project on this topic and from the founding Forum's original conception, we wrestled with the wider implications of public school/private school collaborations that were inherent in all the presentations. We realized that our mission for this year's work was becoming two-fold: not only was it important to find the best ways to publicize the ongoing work of collaboratives all over the country and to facilitate inquiries and networking, but we were also charged with analyzing the underlying rationale and potential for these "grass-roots" educational partnerships in their myriad profiles.

It was time to search through the scant information on collaboratives to be found in professional literature. An ERIC search yielded seventeen citations, most of which dealt with collaborative arrangements between schools and universities or businesses and schools. We did agree, however, that the work of Arthur Himmelman, provided some useful models and categories for what he calls "multisector collaboration." From *Communities Working Collaboratively for a Change,* we derived the sense of a continuum that could apply as well to public/private school partnerships. There were stages of engagement and commitment that defined an arrangement between sectors (or in this case--schools) as one of these four (Himmelman, 5-6):

> 1. **Networking:** exchanging information for mutual benefit. It is the most informal of the inter-organizational linkages and, as a result, can be used most easily. It often reflects an initial level of trust and commitment among organizations and is a very reasonable choice for such circumstances.
>
> 2. **Coordination:** exchanging information and altering activities for mutual benefit and to achieve a common purpose. Coordination requires more organizational involvement than networking and, given the degree to which both internal and inter-organizational "systems"

are poorly coordinated, it is a very important strategy for change... The common purposes of coordination are best formulated when all parties affected by proposed changes share in decisions about their intended consequences as well as in consideration of unintended outcomes.

3. **Cooperation:** exchanging information, altering activities, and sharing resources for mutual benefit and to achieve a common purpose. Cooperation requires even greater organizational commitments and, in some cases, may involve legal arrangements. Shared resources can encompass a wide variety of human, financial, and technical contributions, including knowledge, staffing, physical property, access to people, money, and many others.

4. **Collaboration:** exchanging information, altering activities, sharing resources, and enhancing the capacity of another for mutual benefit and to achieve a common purpose. The willingness to enhance the capacity of another organization requires sharing risks, responsibilities, and rewards, all of which can increase the potential of collaboration beyond other forms of organizational activity... Those engaging in collaborative relationships view each other as partners and, as partners, each wishes to enhance the other's capacity to achieve their own definition of excellence to help accomplish a mutually established purpose.

Although a true collaborative arrangement between schools, and any outside sponsors, is a most desirable state, we feel that the public/private "collaboratives" whose profiles we have studied and analyzed may succeed and endure even if they have not arrived fully at the exalted fourth stage described in Himmelman's work. Each collaborative undertaking in our data banks is such a mix of unique personalities, circumstances and operating beliefs and assumptions, that it is hard to identify a common set of factors for success.

At the same time that his continuum of collaborative options is not the definitive sorting tool we could hope for, it does give us a lens for viewing each project in a more systematic way. Himmelman also provides another framework that helps us define the nature of public/private collaboratives. When he draws a distinction between the characteristics of *collaborative* leadership as compared to *organizational* leadership, we get some answers to our questions about the

challenges of having two institutions try to manage all the aspects of a joint project. It seems that each of the questionnaires we have reviewed and each of the interviews we have conducted point to some frustrations and caveats about "who decides what." There are lessons to be learned from his chart on the contrasting styles of leadership, which is reproduced below (Himmelman, 263):

Collaborative Leadership	Organizational Leadership
-Trust	-Position bounded trust
-Helpfully meddlesome	-Helpful when asked
-Challenge each other	-Territorial respect
-Synergistic results	-Summative results
-Hierarchy (shifting)	-Hierarchy (fixed)
-Group and individual accountability	-Individual accountability
-Consensus decision-making	-Hierarchical decision-making
-Conflicts resolved by group processes	-Conflicts resolved by hierarchy
-Commitment: social and psychological contracts	-Commitment: legal, social, and psychological contracts

Ann Lieberman and Maureen Grolnick give us a useful set of themes and tensions to consider as we try to understand what makes public/private collaboratives work or not work. Although their article "Networks and Reforms in American Education" deals with the electronic teachers' networks that have sprung up over the last decade, it is instructive for students of public/private collaborations for several reasons:

1. These networks arose from the needs of the teachers; they were not imposed by the administrators of their schools. Most of the collaboratives described in our collection came from the vision of a single teacher or a team of teachers and were carried out by those individuals with varying degrees of administrative and outside support.

2. The electronic networking aspect of this phenomenon is applicable to our work with public/private collaborations. As our website becomes more popular and well-known, it may well become the primary clearinghouse for all the information and questions surrounding public/private school collaborations. It has the greatest chance to remain an authoritative, flexible and immediate source of reference, collegiality and confirmation for schools undertaking, modifying, or trying to sustain their own collaborative projects.

Therefore, the themes and the tensions emerging from the dynamics of teachers' networks as Lieberman and Grolnick have identified them are well worth cataloging for our own purposes here :

Organizational Themes (Lieberman and Grolnick, 10-26)
- Purposes and direction
- Building collaboration, consensus and commitment
- Activities and relationships as important building blocks
- Leadership: cross-cultural brokering, facilitating, and keeping the values visible
- Dealing with the funding problem

Organizational Tensions (Lieberman and Grolnick, 27-39)
- Negotiating between the grander purpose of the network and the daily activities that are the preoccupation of the network
- Mix of knowledge of the participating organizers and that of outside experts
- Centralized or decentralized leadership
- Informality and flexibility or formality and rigidity
- Inclusive or exclusive membership

A final source of useful categories against which to compare public/private collaborations comes from another source that deals with a slightly different type of collaborative project. The projects described in *Learning to Collaborate*, a study commissioned by the Knight Foundation, involve partnerships between schools and institutions of higher education, but the question/checklist proposed and

illustrated by this publication can be employed in our analysis as well. The following list includes the instructive questions that lead off each chapter/case study of the Knight Foundation's report. Since we have adapted this list as a tool for analysis in the sections that follow in this project, it is useful to include here the complete array of questions from the original publication (Policy Studies Association, 6-38):

1. Does the planning and oversight process include all of the partners whose cooperation and insight are essential to the project's success?

2. Have project planners assessed the needs and conditions of participants and the community early in the planning design process? Have they used this understanding to create a project that includes and responds to real issues - and real people?

3. Do college and public school partners have opportunities to learn about each other's education systems and environments?

4. Does the project's plan include short- and long-term goals as well as the activities and supports required to implement each goal?

5. Have key administrators and decision makers at postsecondary and K-12 levels signed on to support the project staff and project participants (teachers, college faculty) who will develop and implement project activities?

6. Does the project have a mechanism for bringing teachers together so they can share responsibility for implementation?

7. Does the project provide opportunities for participants to enter each other's educational worlds to learn from one another and share expertise?

8. Do teachers have a major role in leading activities or training their peers--and the leadership skills they need to play this role?

9. Does the project encourage information sharing so that partners understand each other's needs, concerns, and strengths?

10. Does the project have committee meetings or other regularly scheduled events that give parents and community members a forum for learning and contributing?

11. Does the project plan include a system for collecting and using good information for continuous self-assessment? Does the evaluation plan involve all stakeholders participating in the project?

12. Do all partners have access to the information and analyses produced by evaluations, so they can all use the data to refine their efforts?

13. Is the plan for staffing and implementing the evaluation realistic?

14. Do assessment plans enable project participants to engage in and learn from the evaluation process?

The foregoing questions provided yet another guideline for us as we considered the array of public/private school collaborations in front of us. We combined some and reworked others to produce our questionnaire and telephone follow-up interview protocols.

The elements of collaborations, no matter the combination of constituents or the source of the theories about them, coalesced for us as we discussed the works cited in this review of the professional literature. To distill the wealth of categories just described, we then hammered out our own conceptual model, based both on these theoretical models and also on descriptions of real-life public/private school collaborations.

Our Conceptual Model

Various researchers and foundations have developed theories about the necessary components of effective collaboration. These groups have examined collaboration in many different forms, but our research indicated that no one has comprehensively studied collaboration involving public and private schools. With an eye toward developing a theory that explores this complex type of collaboration, we examined survey and interview results to derive the essential components of such collaboratives.

First and foremost, our survey results indicate that these collaboratives are prevalent in large numbers throughout the independent and public school worlds. Furthermore, it is clear that they are undertaken for a wide variety of reasons. Because of this diversity, we feel that these collaboratives resist meaningful classification. The extraordinary number of such arrangements also leads us to conclude that collaboration is a way for different schools to gain access to resources, programs, and ideas that previously have been unavailable to them. Schools can pool resources to achieve things that they could never achieve alone. This is especially true in our age of growing technology and shrinking boundaries. These realities make collaboration a potential agent of change that should not be ignored by private or public schools in this era of shrinking budgets and growing technology. The search for systemic change is a valuable one, but in our opinion it is important to also explore solutions that are presently used in effective ways on many levels.

In this spirit, we have compiled a list of characteristics that are shared by successful collaborations. From survey results obtained in this and in past years, it became obvious that certain qualities needed to be present for collaborations to prove successful. These qualities are present in different proportions and are often dependent on one another. For these reasons, the people we contacted found it

nearly impossible to prioritize them in any way that would reflect their relative worth. Therefore, these characteristics are listed below in random order:

Funding/Resources. Successful programs have consistent sources of funding and access to ample resources. These could come from private sources, one of the involved schools or school systems, or a foundation grant. Funding purchases some necessary resources, but funding alone cannot solve all physical plant, allocation of space, or staff issues. Often, people make donations in kind that resolve these issues. Thus, a combination of resources and funding is especially important considering that the vast majority of collaborations begin because one school does not have the money or resources to implement something that they wish to offer their students.

Mission. The mission is of crucial importance to every collaboration. It must be well publicized and understood by all those involved. The mission is integral for fundraising and therefore should be well-articulated to potential sources of support. While this is an important reason *per se* to craft a solid mission, there are other compelling reasons that affect a collaboration's survivability. Most importantly, the mission must be understood and agreed upon by all parties involved. This support of the mission is especially important for those faculty or staff primarily responsible for carrying the collaborative out on a daily basis. Without such an agreement, mixed messages may easily occur, and the collaborative's value is diminished. A solid mission establishes the *raison d'etre* for any collaborative; collaboratives without such vision and objectives risk extinction for lack of importance.

Real Activity. There must be "real activity" that complements the mission. If the activity is not derived with an idea towards a well-defined mission, it will be hollow and meaningless.

Open Boundaries. This concept covers the range of communication and flexibility issues that can cause collaboratives to fail. As all educators know, communication is a crucial issue, especially in endeavors that involve multiple parties or many schools. Communication is useless unless accompanied by flexibility in dealing with important issues. These concepts first impact the mission, as communication and flexibility are the links that ensure that all parties are striving toward the same goal. They also pervade the daily operation of a program that may bring visiting students to campus or put teachers from one school in charge of students from another. Good communication ensures that problems or concerns that develop on a daily basis can be dealt with effectively. This is only true, however, if all parties involved demonstrate the flexibility necessary to react in an appropriate fashion. A lack of communication and flexibility at any level can have disastrous consequences for a collaborative.

Leadership. Quality leadership from both ends of the collaboration is essential. While it is true that too many leaders can obfuscate communication, it also holds that one strong leader may overpower the situation and ensure that the collaborative will not survive when he/she is no longer the driving force. Able leaders without well-trained support staffs are unlikely to be effective. Similarly, a lack of strong leadership can easily allow the collaborative to degenerate.

Assessment. This is related to many of the preceding characteristics, but it is obvious that all collaboratives must assess the extent to which they are meeting their goals, or it becomes difficult to ascertain improvement. Without formal assessment, leaders must rely on less scientific information to judge the success of their collaborative. The best assessment practices appear to be ongoing and incorporated into the project as valuable learning occurs. The concept of assessment also impacts other aspects of the arrangement. For example, funding sources will

often require that parties provide proof of success before deciding to give money. It is also difficult to market a collaborative when there is no substantial proof that it is achieving its goals.

After asking people to submit an updated survey, we attempted to make a series of follow-up phone calls to determine the relative importance of these factors in collaboration. Although we were unable to make enough contacts to develop a scientific sample, the telephone responses did indicate that leaders were unable to distinguish among the factors in a meaningful way. Instead, they merely stressed that all of the factors were important in successful collaboration. Therefore, our research confirmed our belief that collaboratives do not fit into fixed patterns but rather contain certain characteristics. The prevalent theme is that school collaboratives do exist in many forms but are successful when these factors are present in varying degrees.

Application Of Our Six-Element Model To Public/Private School Collaborations

The six-element model allowed us at last to order our decisions on how best to analyze and publicize the stories of public/private school collaborations collected and perused at the Klingenstein Center. It became clear to us that the Forum's original intention to provide a clearinghouse of information for schools either embarking upon collaborative endeavors or seeking support and advice about existing partnerships could reemerge if this year's research team split its efforts between two initiatives that at last seemed logical and expeditious.

The more concrete and immediate project became the establishment of a Public/Private School Collaboration website which could be used for efficient, instant, and eye-catching exchanges of information. Not only could we get the stories of successful collaboratives out on the Internet for deliberate searchers and browsers to see, but we could also channel questions and data for future surveys and questionnaires through this medium. This undertaking is described in depth later in this document, and print-outs of the actual webpages are included in Appendix A. Our thanks go to Jay Houck for all his work on this project!

The second project put us in touch with actual public/private school collaborators and allowed us to test our model against the realities of their collaborative programs. We decided to recontact by print and/or electronic questionnaire the 198 respondents to the Forum's original survey, asking for updates on their programs and for brief explanations of changes, challenges or triumphs. A copy of this questionnaire, along with the cover sheet explaining it, is included in Appendix B. Except for one respondent to this year's follow-up survey, who was "miffed" that he could not send his electronic questionnaire answers back to us via the Web-site due to a technical snafu during TC's revamping of its server,

all contact people for existing collaboratives were enthusiastic about their work and pleased to have been contacted for an update. We analyzed all of the 1997 responses, compared them to the original questionnaires and chose several apiece for each team member to pursue with in-depth follow-up and analysis. It was our feeling that a qualitative approach to our new data would advance the understanding of these collaborative efforts more effectively than a straight quantitative analysis. The projects described are so vibrant and unique that narratives about them convey more of a sense of their position in the arena of American education and more of a sense of their potential for both public and private schooling than do analyses of the numbers and categories.

A brief statistical analysis is included next to give an idea of how widespread certain practices and beliefs are among participants in public/private school collaboratives. The respondents are almost all the private school members of the coordinating teams in these programs, since the original surveys targeted independent schools. Although their responses give us a good sense of the range of reactions, it will be critical in future data collections to extend our polling to all the other stakeholders in public/private collaboratives.

By far the bigger part of our research and analysis this year revolves around identifying and illustrating the elements of successful public/private school collaborations through a more descriptive approach. We feel that the reports "from the field" on the projects themselves can highlight the setbacks, joys, frustrations encountered, the adaptations, and adjustments made. These lessons, in turn, can provide researchers or prospective creators of collaborative projects with sufficient material to tackle their own work with confidence and understanding. Therefore, we have emphasized a qualitative slant in our investigations and reporting this year. Through pattern matching, we have examined successful and failed

collaboratives and found that our model accounts for both. In the quantitative and qualitative descriptions that follow, the six elements for successful collaborations from our conceptual model (funding/resources, clear mission, real activity, open boundaries, leadership and assessment) are very much in evidence.

Quantitative Findings

I. Number of questionnaires:

Sent:	198
Returned as of 6/18/97:	59
Number of internet responses:	4

II. Answers to Particular Questions:

Is your program substantially the same as the enclosed information (your response from the 1995 questionnaire)?

Yes:	39
No:	13
Program disbanded:	4
Program slightly modified:	3

How have you measured the results of your collaborative project:

Formal assessment:	26
Informal assessment:	25
No assessment or evidence of assessment:	8

<u>Examples of "formal assessment" cited:</u>

- student and/or teacher evaluations
- journal entries
- supervisor's comments
- self-reflection essays
- before/after surveys of students and their parents
- outside professional evaluators' visit and report
- written and oral comments from students/parents/staff

Examples of "informal assessment" cited:

- gauging students' and teachers' reactions
- feedback after events
- changed attitudes of students
- satisfaction with the program
- continued attendance
- enthusiasm
- secondary school acceptances after tutorial/enrichment collaborative
- teacher interaction
- word of mouth publicity
- easy recruitment of new participants

Qualitative Findings

To supplement the quantitative findings, we conduced a series of follow-up interviews that yielded profiles of five public/private school collaborative ventures that are in some way exemplary. The stories well illustrate the interplay of the six elements for success that we have extracted from the data and from our readings and extensive discussions with collaborators in the field and among ourselves. There are countless stories "out there" waiting to be discovered and catalogued by future researchers. It is our hope that the stories, along with the brochures, videos and artifacts that interviewees have eagerly offered to send, will launch a Public/Private School Collaborations Archives to be housed at the Klingenstein Center. The following case studies are a first step.

Peninsula Bridge

Peninsula Bridge was started in 1989 and has been serving an increasing number of students ever since. By today's count, this California collaboration combines four public school districts, five private schools and the Boys and Girls Clubs of the Peninsula and Mid-Peninsula. The program's original purpose was to act as a bridge between the elementary and high school ages, trying to capture the interest of students at the age where they are most vulnerable to the outside influences that raise drop out rates and lead to unmotivated and uninterested students. While the program has expanded to include one site that serves younger students, the original emphasis remains. The idea is simple: If these students are positively challenged, they will build habits that lead to success in later grades. On the contrary, a nonstimulating school environment will mean that these students will be more likely to seek excitement elsewhere. This is especially important in the area in which Peninsula Bridge works; a community profile cites statistics that show these school districts with growing minority populations, high numbers of students being suspended and put on probation, and a "flourishing drug trade" (DeWitt and Hodge). Clearly, this program is needed in these communities.

The cover of the Peninsula Bridge brochure quotes William Thackeray as saying, "A mind--once stretched by a great idea--never returns to its original dimension." Clearly this large scale collaborative follows this edict. The basis of the program is a five-week summer session conducted at a private school site and a series of wintertime follow ups that take place on Saturdays throughout the school year. The different sites emphasize different content; for example, some focus on math, while others focus on the arts or writing. However, each location shares the program's commitment to motivational speakers. These speakers are drawn from all walks of life and are recruited to talk about the benefits of a solid education and

the need to stay in school. Furthermore, they promote an ever-present theme of the Bridge program. Students are encouraged to dream about success. These dreams of a different life will encourage able students to pursue education with vigor.

This collaborative exhibits many of the traits of successful collaboration we have outlined above. Because it is a collaborative that encompasses many organizations, it makes an especially interesting study of the components necessary in a larger effort.

Funding and resources provide perhaps the best example of the benefits of a large scale collaboration. Rather than seeking separate funding, Peninsula Bridge schools function as a unit under the leadership of Les DeWitt. Thus, they prepare a budget that includes the program and administrative costs for the organization as a whole, and they raise money through grants and donations as a group. John Draper, the director of the programs at Crystal Springs Uplands School, told us that this form of fundraising means that site directors are free to attend to the logistical necessities inherent in their jobs (J. Draper, personal communication, May 14, 1997). Our research (and certainly common-sense) tells us that fundraising is a substantial drain on any leader's time; an arrangement like this allows daily management to take a higher priority. The entire program's budget is $344,000; this includes all administrative costs and those to oversee the year-round program at each school. This works out to an overall expenditure of $809 per student. It seems obvious that these numbers would be much harder to achieve if the schools chose to pursue funding sources individually. Instead, this group of schools with a unified mission has proven to be a very effective fund-raising mechanism.

As stated above, the mission of Peninsula Bridge is to inspire students who demonstrate academic potential to continue along this track by providing them with a stimulating academic atmosphere and encouraging them to dream about success.

This well-crafted and much-needed mission helps Peninsula Bridge avoid the subtle (or not so subtle!) variations in the mission that could result from a collaboration of this scope. It is easy to picture a situation where the sheer number of schools ensures that the mission becomes diluted. However, independent assessments of the program (see assessment below) have shown that the schools are true to this mission despite the differences in curriculum from site to site. DeWitt is careful to ensure that this mission pervades all that they do, and the overall result is an especially coherent program (L. Dewitt, personal communication, May 15, 1997).

Even the best intentioned mission is a moot point, however, if it is not buttressed by related activities. As stated above, we use the term "real activity" to encompass the idea that the mission must be well reflected in the activities that the collaborative sponsors. The Peninsula Bridge activities, even with all of their diversity, seem to demonstrate real activity. Both independent assessments have shown that the variety of activities are successful in allowing students to visualize their future and respond to a stimulating environment. Dr. Susan Austin, the author of one of the assessments, illustrated this nicely when she writes about one Bridge alumna that she interviewed,

> Her dreams of the future include college, and perhaps a career in law or medicine. She envisions a future in which she has a job to support her family which includes two brothers, grandparents, cousins, aunts and uncles... Her advice to newcomers...? 'Don't be afraid. Always try. You never know what you can do unless you try it.' (Austin, 25)

When compared with the mission above, it is clear that Bridge organizers would be thrilled with such comments. The activities and utilized speakers are good examples of real activity that supports the mission of the program.

Communication is a crucial issue in a collaborative of this size, and Les DeWitt and the staff of Peninsula Bridge treat it as such. They concentrate especially

hard on this aspect of the program. The communication from person to person has proved to be consistently difficult because the personnel at the private schools changes so often. Because of this, he stressed that his presence is very important. Due to the fact that he has been involved in the program since its inception he has an acute knowledge of the historical context that he uses to ensure that everyone is acting with the same goals in mind. Still, he cites communication with "all of the different elements" as one of his most important tasks as the leader. John Draper stresses that the staff at the various programs spend much time talking "informally" about the issues. Despite this hard work, DeWitt is planning to incorporate more formal time when different constituents can discuss relevant issues. This remains a challenge and is definitely a caution for those involved in large scale collaboration.

While DeWitt serves as leader of the entire collaboration, it is important to note that there are leaders that function at the level of each individual private school. According to John Draper, these campus leaders are responsible for recruiting staff, administering their programs on a daily basis, and holding frequent "pep talks" with those involved. In many ways, it was clear that these leaders served as the logistical and emotional leaders of each program, although DeWitt remains the overall leader. As stated above, one of his main functions is that of communication, but he is also heavily involved with public relations for the program as a whole and with fundraising as well. DeWitt also functions as an interesting example of a leader who serves as the "institutional history," to use his words. We were left to wonder what would happen when he leaves. Will there be someone who can serve this role, or does the program become more dependent on his presence the more he fulfills that role? In any case, that type of leadership is crucial in a collaborative this expansive; the clear delineation of people's functions is something without which this collaborative would not survive.

The most intriguing aspect of this collaborative is its emphasis on assessment. Peninsula Bridge has made a conscious effort to do this effectively. DeWitt makes no secret that this practice is in large part due to the fact that the organization needs to demonstrate results to potential sources of funding. Also, however, he agrees that this is an important aspect of measuring the general success of their undertaking. Because of this, Peninsula Bridge has conducted two large scale assessments during its young life, both done by outside sources from education schools. The first was conducted in 1994 and the second in 1996. The styles of these are interesting in light of the difficulty that many collaboratives cite in qualifying results. They are both a mix of qualitative and quantitative results that provide a detailed picture of the overall program. Methods such as interviews of former graduates and site observations are used. In addition to these general assessments, each individual school undertakes various evaluations. Draper uses pretests and post tests, for example, to judge increases in reading skills at Crystal Springs Uplands. The commitment to assessment is something that has helped manage the growth that has occurred in the past years.

Overall, this collaborative acts as an apt example of the sorts of things that collaboration can achieve. It also demonstrates the benefits and difficulties that can arise when collaboration is implemented as a method of educational change at such a large level. Overall, however, we would have to agree with the assessment reached during the first independent evaluation by Kenneth Hill: "The story told in the body of this report goes against the postulation that kids from barrios and ghettos abandon hope at the tender age of thirteen or fourteen. This report describes a program that generates new vistas for those adolescents who have a will to go to high school and beyond." Education in our country would certainly benefit from more programs like this.

ASCENT

- "Students come to us without the trust of others."
- "They don't realize they possess the capacity to think. They can't express themselves."
- "The South Dakotans are quiet and reserved upon arrival, next to the blacks and Hispanics from the Bronx."
- "The average Native American student from this region of South Dakota would never have a 45% chance of graduating from high school by age 18."
- "Robert Butler, an African-American from the South Bronx was surly and argumentative at his arrival. Soon later, over a slight disagreement, he kicked Johnny Unagaro in the crotch while they were in the library. This inability to control oneself ended with both boys pounding each other on the tile floor of the room."

These quotations all describe participants in ASCENT, a summer outreach program, first occurred in 1990. Its purpose is to provide enrichment courses and remedial work to underprivileged students during five weeks on a 450-acre mountaintop campus in Tennessee. During its first year in existence, ASCENT served twenty public high school students from the Bronx. Theodore Roosevelt High School's entire student population receives welfare subsidy, and the school was the last of eighteen inner city public schools to be included as part of Mayor Koch's New York City Summer Scholarship Fund in 1990[1]. Originally students from Roosevelt shared the program with others from a similar school in Bellbuckle, TN. Program founder Father Wade, Head of St. Andrews School (SAS, an episcopal day and boarding school of 265 students in Sewanee, Tennessee), had ties to Native Americans from two Sioux reservations in South Dakota. Hence, ASCENT for six of its seven years has included inner city kids from New York, and Native

[1] The initial contact between Roosevelt High and St. Andrew's Sewanee was through the NYSS program. This funding source disappeared after one year, but the program's initial success catalyzed SAS to maintain its commitment to the South Bronx students.

Americans from the reservations. ASCENT also attracts traditional students from rural and suburban southeastern United States (1/3 of student body), and international students from the Pacific Rim. Each student lives in a dormitory room with a student from a different culture; it is a multicultural opportunity for all who attend.

ASCENT has functioned for seven years under the premise of providing a quality enrichment and academic opportunity for at-risk youths. Their mission has been undertaken with careful attention to needs and characteristics of participants who hail from unique sectors, such as the South Bronx and South Dakota. For the New York students, classes are held in math, science, and English. They can (and do) receive credit for successful completion upon their return to Roosevelt High. The program is true to its mission in that it provides participants with clear academic enrichment, which later serves to help students score well on State Regents Exams and to propel them to finish high school (96% graduation rate for ASCENT graduates, as compared with 50% for the average classmate at Roosevelt who does not do ASCENT). It also widens their horizons, giving them a more accepting lens from which to view other people. The students from the reservations likewise take academic courses but have less strict guidelines. Their experience in a different environment is a gift which allows them to see the world beyond the reservation and provides contact with others from different backgrounds and regions of the world in a nurturing and healthy setting.

Mayor Koch's funding dried up after ASCENT's first year. However, the summer enrichment experience was so successful for both sides that St. Andrews made a commitment to continue subsidies to students from the South Bronx and from the reservations. Known for its strong support of those less privileged, St. Andrews regularly offers financial aid to over 40% of its students. Maintaining its

ties and commitment to these summer students was another way the school could live its mission.

"The most significant challenge for Father Wade and former St. Andrews student, Doug Cameron, who served as Director of ASCENT from 1990 to 1996, is to procure financial resources," says Director of Public Relations for SAS, Margaret Matens (M. Matens, personal communication, June 24, 1997). Costs of the summer program for the Native American and South Bronx students are completely underwritten by SAS. Each year an enormous effort must be made to find foundations, churches, and other sources of revenue to contribute to the program. Father Wade travels nationally in his attempts to raise funds and make personal appeals. Various major donors, enabling SAS to continue providing this enriching and life-changing experience to underprivileged students, include: The Dakota Indian Foundation (a $15,000 commitment over three years), the Starr Foundation ($150,000 over three years, from 1994), The Ford Foundation, The Sulzberger Foundation, The Coca-Cola Foundation, the Salmon Foundation, the Margaret Hall Foundation, and the Diocese of Arkansas and Alabama. Barbara Sabatini, Assistant Principal and ASCENT coordinator at Theodore Roosevelt High School, believes that without funding, her at-risk students would not be able to have the life-changing experiences that ASCENT provides. They grow academically, emotionally, physically, and psychologically, acquiring invaluable exposure to differences they would not encounter in New York City (B. Sabatini, personal communication, June 19, 1997). Margaret Matens of SAS states that ASCENT's leadership devotes considerable time and energy to procurement of funding on a yearly basis.

ASCENT is the optimum example of a program which is the result of dedicated and diligent individuals who work on behalf of the three constituent groups. Clearly, these people--an Assistant Principal from South Bronx, a teacher

from a South Dakota Sioux reservation, an Episcopal priest of a private boarding school, and a committed and energetic teacher-director--are crucial to the success of this program which provides experiences that otherwise would not exist for underprivileged youths. Can such a program maintain its momentum as cost-cutting pervades private and public sectors? Unfortunately, funding is crucial and always a challenge to procure. Are there many restrictions that one group places on another? No. The individuals and groups that organize ASCENT are committed to its mission to the extent that they remain flexible and willing to maintain open boundaries of communication, organizational administration, requirements. They believe that without this open-minded philosophy that ultimately ends in quality experiences for at-risk youth, ASCENT would not be able to succeed and grow year after year. Additionally, leadership of such caliber is a critical ingredient.

Initiated by Father Wade and Doug Cameron, its Director until 1996, ASCENT is propelled forward by "deep commitment" of both founders. Cameron has dedicated his life to helping young people. This outreach program which reaches deserving students from South Dakota and the South Bronx has made a difference in two hundred students' lives over seven years. Strength, courage, energy, enthusiasm, and creativity have enabled Father Wade, Cameron, and new Director Susan Shipley to work closely with their counterparts Heather Collins, a teacher on the reservation, and Barbara Sabatini, in the South Bronx.

Sabatini, like Collins, is an experienced educator. She runs numerous programs simultaneously, from her home and office as Asst. Principal at Theodore Roosevelt High School in the South Bronx. All are directed at providing opportunities for her students, 100% of whom are at risk and qualify for Chapter I funding. Sabatini spends time throughout the year identifying candidates, sharing information about program graduates' lives once they return from ASCENT, and

soliciting new energy and support. She is committed to providing a teacher and twenty students with this unique summer experience.

Like Sabatini, Collins has tirelessly worked on the reservation as a teacher. In addition to her regular duties, since 1990, when she met Father Wade (who was doing missionary work on the reservation), Heather has coordinated ASCENT with past Director Doug Cameron and now Susan Shipley. Sixty students have returned to the reservation--finishing high school, entering the work force, becoming productive members of their community--as ASCENT graduates over the past six years, and their lives have been positively affected by their experiences. They, in turn, have turned around and enriched their community of Native Americans (H. Collins, personal communication, June 25, 1997).

Leadership of all four individuals above, and their support staff, is critical to the success and sustenance of ASCENT. Sabatini believes the program would run without her, but she notes that it is important to "have good people working for you." Father Wade is committed to maintaining personal contacts with former students and tribal leaders, and perhaps this type of dedication speaks for itself. He spends a large amount of time each year soliciting financial support, without which the program would not survive. Susan Shipley is a strong leader, who like former Director Doug Cameron has the enthusiasm and vision to run the program creatively. The staff of teachers remains largely the same, and it is this kind of leadership on various levels which contributes to the consistent quality of ASCENT for its various students. Each group's leader plays a critical role in the overall program, but at this stage of this collaborative effort between public and private schools, the program runs itself.

What happens once the students get to the mountaintop campus of St. Andrews Sewanee? They enroll in morning classes five days a week. They live

with other students of different cultures, ethnicities and backgrounds, in a supervised setting which includes evening study hall. Their five week stay includes afternoon and weekend activities, such as caving, rock climbing, community service, white water rafting, a ropes course, marching in the Sewanee Fourth of July parade, bonfires, a camp out, and a trip to North Carolina. How are they held accountable for the academic work they do, in the midst of such choice and activity? Is there even a need for this?

Each student chooses one full course and two half courses from a slate which includes algebra, geometry, biology and Spanish. A major goal for the Native American students is to give them academic success in a college preparatory environment, so they are integrated into regular classes with students who are on campus from various other backgrounds. The South Bronx students are taught separately, and their coursework focuses on English, math and science. They are expected to earn credit which will be applied at Theodore Roosevelt. Sabatini, when asked about evaluation, said that the intangible rewards students glean from this opportunity are immeasurable. However, there is evaluation evident in pre- and post-program test scores and accomplishments. For example, the average Roosevelt student graduation rate is 50%, and the students targeted to attend ASCENT have a 20% projected rate before the program. However, after ASCENT, its graduates post a 96% rate. Two 1996 graduates entered her office while we interviewed her, gleefully announcing their Regents (NY State standardized subject area test) scores--they had achieved a 94% and 99%. Strictly speaking, there is assessment and evaluation both during and after the program for every student. Does this make a difference in overall viability of ASCENT?

We find that programs like ASCENT, described above, all clearly demonstrate the six characteristics of our model in some form. There exists a source of funding

and resources. Mission has been clearly established and articulated to all parties involved, and all support it. There is a real activity carried out by participants, rather than a meaningless or constantly changing objective. Boundaries of all sorts are open and flexible. Leadership is strong and shared equally. Some form of assessment or evaluation exists. Results of public and private school collaborations which demonstrate these characteristics are proven most successful, as shown by the quotes below

- "They leave here having learned to trust each other, and other adults in their daily lives."
- "They leave ASCENT feeling that they CAN stay in school and succeed. They now have both the confidence and desire, a sense of urgency about the future. They have gained self-confidence which helps them see that they have the ability to think, they can express themselves."
- Rolando Ortez later wrote to Director Susan Shipley: "ASCENT was once in a lifetime chance. I never got a good night's sleep until I came here."
- Jose Garcia wrote: "I learned different things about different persons. They're now my friends."
- "After the Native Americans, African-Americans and Hispanics marched in the [all white] town's 4th of July parade, Wilbur Fernandez wrote: 'We can represent our countries. Instead of being jeered or ridiculed.' These children are cheered. They can be proud of who they are and what they represent."
- Thong reflected: "The first day, I desired to make new friends and to talk to them about my heart, but I didn't have the ability to talk. I couldn't, so I was ashamed. I haven't studied enough at Roosevelt [High School]. I would stand alone in the field. Now, two weeks later, I am reading , talking, and understanding."
- Heather Collins notes: "ASCENT has become a goal and a tradition for our honor students. It encourages the college bound who are living on reservations, giving better students the perks they should have. The major scholarship awarded by the Dakota Indian Foundation to a Lower Brule High School graduate for the first year of college has gone to an ASCENT graduate for the last three years. It makes a difference for a kid who otherwise couldn't have gone to college. And he is following in the footsteps of other ASCENT graduates."
- Director Susan Shipley observes: "Our program does important things for kids beyond English and math. They learn to trust adults, to seek help from teachers. And they learn self-confidence, which helps them see that they have the ability to think and ways to express themselves. Students leave here with the feeling that they CAN stay in school and succeed."

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Summit School and South Park High School

Loma Hopkins' melodic, spirited voice carries stories of tradition, new awarenesses, complex arrangements, and students' anticipation over the phone while she answers interview questions about the public/private school collaboration she conceived of in 1986 and has continued to facilitate every year since then. She reports that every May the eighth graders in her school, Summit, meet, socialize, and rehearse for a musical revue with a dozen or so mentally handicapped students from South Park High School, both schools located in Winston-Salem, North Carolina.

At the end of two intense weeks of practice, during which regular classroom commitments are suspended for the Summit students, the collaborative troupe performs their extravaganza twice, first at South Park and then at Summit. The show has become an eagerly awaited yearly "institution" in Winston-Salem with newspaper articles and video tapes to prove its recurrent popularity.

Hopkins got the idea while she was taking a graduate course at nearby Winston-Salem State College in 1986 where she got to study with a more diverse slice of the population than she had encountered at Summit. She began to explore ways of acquainting her nice, but sheltered, eighth grade students with other children who faced more challenges than her students did. Hopkins has had many years of teaching experience, but she was unprepared for all the planning, cajoling, and arranging that went into coordinating the joint performances of two very different student populations. Her school head's vote of confidence and delegation of administration to her came through as "It's all up to you" in response to Hopkins' request to try a collaborative drama and music performance with learning impaired students from South Park High School. The job has stayed in her hands (L. Hopkins, personal communication, June, 11, 1997).

Her counterpart at South Park, Dr. James Beall, and Hopkins came to a clear sense of their multi-faceted mission over time. Not only has there always been real work for the two groups to accomplish together in putting on a full scale musical, but there have also been specific activities designed to promote comfort and understanding among students who had never met before. Not only do all Summit students read and discuss *Flowers for Algernon* during special seminars in preparation for their partnership with the South Park students, but they also meet to talk over situations when the disabled students act unpredictably because of their limitations once their collaborative project has begun. Candid debriefings take place whenever there is a need for them. Meetings between the two groups are carefully choreographed and gradually lengthened as students become less self-conscious and more accustomed to the work.

For their first get together, Dr. Beall customarily brings three to five of the South Park students to Summit along with their drama teacher. Some simple run-throughs and musical drills take place as students get used to each other while engaging in essential work for the performance. Students learn their dances at their home schools, and all students participate in the production in some way. The Summit students then travel to South Park for a partial rehearsal. During the intense week leading up to the performances, all South Park participants spend all day in rehearsal at Summit. This is a true hands-on educational experience for both groups of students.

After the second performance, the South Park students stay for lunch and a basketball game. The students make and exchange gifts with one another and Hopkins says they cry when they have to say goodbye. She has so much proof that this collaborative plays a vital role in her school and in her community. Parents and townspeople call to find out when and what the next year's show will be. They

expect a whole new show each year, and fresh deliveries of tried and true Broadway show tunes. She laughingly explains that the quality of these shows "varies" but that the other more intangible results are immeasurably important.

A traditionally lame-duck season of the school year is filled with productive and important activity. Many talents come to the fore. Students come to accept and talk naturally about differences among them. Veterans of the show vie for the honor of being the ones chosen to bring the following year's eighth grade up to speed during opening meetings the following September during orientation. Older siblings and parents tell younger students what a special time awaits them in eighth grade. This public/private school collaborative is here to stay, regardless of the eventual retirement of Loma Hopkins, a teacher for forty two years! Year after year she and Dr. Beall fulfill the terms of their mission:

- to broaden understanding of students with special problems and talents
- to support student participation
- to assure an excellent production

When asked what was the biggest success of this collaborative undertaking, Loma Hopkins replied, "The positive interaction between students, the discovery that all people have dreams and talents." A successful musical extravaganza and all the attendant work and play sessions provide the proper setting in which these deeper and more lasting lessons are learned.

The Discontinued Collaborative #1

According to the results of our mailing, several schools responded that their collaboratives were no longer happening. One such collaborative involves a non-profit, independent school, the Mirman School For Gifted Children in Los Angeles, CA. The collaborative entailed planning a yearly institute where Mirman teachers presented workshops or mini-conferences on various aspects of curriculum for the gifted student. It was attended by both public and private school teachers from all over California who were interested in gaining insights for managing gifted students in their respective school systems.

In the course of discussion with the school's founder, Dr. Norman J. Mirman, several issues were highlighted that correspond with the Forum's model. First and foremost, the issue of leadership proved to be extremely crucial for the collaborative's existence. Dr. Mirman was apparently the driving force behind the planning of the institute, and when he suffered a heart attack five years ago, no one emerged to maintain his project. As a result, the collaborative ceased to exist, but Dr. Mirman vows to resume the institute in the fall of 1997.

During the discussion, Dr. Mirman cited some other factors that hindered the effectiveness of the Curriculum Institute. Apparently, a number of public school counterparts declined to support the institute for the benefit of their own teachers. Evidence of this condition is seen in the inability of a number of public school teachers to attend the institute, which had been traditionally held on Fridays, because the school system refused to pay for substitutes to take their place in the classroom for the day. In addition, the per person charge necessary to cover the cost of the institute proved to be added support for the unwillingness of several public schools. Dr. Mirman feels that finding a foundation or corporation to underwrite

the institute may help to rectify this situation.

Dr. Mirman feels that the institute's resumption has been delayed because the school has undertaken a period of building construction, creating facilities that have improved the school's status and marketing capabilities (Dr. N. Mirman, personal communication, June 19, 1997). Admittedly, these projects received exhaustive attention and energy of the institute's director, and the necessary time could not be devoted to the collaboration.

The Discontinued Collaborative #2

Oregon Episcopal School, located in Portland, participated in a collaborative with local Jefferson High School that lasted for two years. The venture entailed bringing students together from each school for purely informal, social reasons. Activities included a pizza dinner, a day's visit to the partner school, and a weekend retreat. The collaborative originated when a mutual friend both of Oregon Episcopal's headmaster and Jefferson High's principal suggested that they form such a partnership. Each school leader thereupon assigned a member of his staff to represent the school in this endeavor. Sharon Cade, a math teacher at Oregon Episcopal served as the staff assignee from her school and she reports that the first year was a great success for the program. There were four students carefully screened to participate from each school. The most positive benefit of the collaboration was evident in the barriers that were penetrated between the public and private school students. The perceptions that each group had about the other were eventually dispelled and the students were able to enjoy the company of their counterparts.

As the group reconvened for the second year, the public school faculty representative was transferred to another school and another staff member was assigned to take his place. This new assignee's enthusiasm toward the partnership was not as high as that of his predecessor, and the successful "joint leadership" dynamic that existed for the collaborative became temporarily disrupted until the new teacher began to realize the benefits of the program. At this point, the decision was made to expand the number of students from each school from four to nine.

A turning point for the collaboration took place when the decision was made to have a weekend retreat at a house made available by one of the private school

activities, but the public school teacher made the arbitrary, unilateral decision to allow the public school students each to bring a friend for the weekend. Unfortunately, the presence of outsiders had a detrimental effect on the dynamic of the group, and predictably the students separated themselves into their own school divisions for the weekend. This retreat had been the final activity scheduled for the collaboration during the second year. After this experience, no plans were made to continue for a third year (S. Cade, personal communication, June 26, 1997).

Relevance of Case Studies

Peninsula Bridge is an excellent example of the way the identified characteristics collectively contribute to the success of a collaborative. Certainly, Peninsula Bridge is notable for its frequent assessments and the benefits of raising money as a unit. However, it is sum of these parts, the delicate balance between these characteristics, that makes Peninsula Bridge so successful. Without each of these components at work, it is unlikely that this collaborative would have enjoyed such success. Therefore it seems crucial that attention to all of the characteristics, rather than devotion to one or two, will increase the chances of a collaborative meeting its goals.

The ASCENT program is an example of a collaborative which is established and running extremely well. However, Director of Public Relations for St. Andrews Sewanee, Margaret Matens, stated in June 1997 that the program is in real danger of losing funding. The school Head, Father Wade, spends significant amounts of time each year soliciting financial support. Now, they have lost a major foundation's commitment--their grant which runs out in two years will not be renewed. ASCENT is an example of a collaborative for which funding is crucial. Nothing will continue if this is not positively resolved. We hope that the Forum for Public/Private Collaboration will be able to serve as a source of support and a catalyst for sharing for schools and programs that face similar life threatening situations to ASCENT.

The case history from the Summit School-South Park High School collaboration brings all the six elements of successful collaboratives into play. It provides an outstanding example of the power of a real task and sustained hard work together towards a concrete goal as a means of fostering true partnership and understanding between disparate groups of students. In the course of rehearsing,

taking risks, receiving critique, and meeting deadlines together, these students come to know, accept and care about one another. They are not placed in a vacuum to "bond" by well-meaning adult educators. They are working with professional musicians, choreographers and drama coaches who, although they consider themselves teachers first, demand as polished a production as possible. Loma Hopkins and Dr. Beall make sure that the rehearsals and performances are carefully scheduled and announced; they seek and get media coverage and plenty of feedback from parents of students in both schools and from community members. At the heart of this collaborative, however, are two batches of students, anxious at first about meeting strangers and having to perform for a wider audience and finally triumphant and in league with one another at their final bow. They have done real and challenging work together.

The program at the Mirman School for Gifted Children is currently not active because of the limitations of Dr. Mirman himself. It is possible for some of the public school participants to point to the cost aspect of the institute as reasons for their discontinued involvement, but it is evident that the workshops would have continued without their presence. When the collaboration resumes, hopefully in November, 1997, it will have done so because of the efforts of Dr. Mirman. Therefore, it seems obvious to attribute the important elements of this case to leadership issues, but it is also a more profound aspect of leadership evident in many collaborative involving private school personnel. Dr. Mirman's personal vision has been the persistent driving force for his project. Clearly, he did not teach the courses, nor did he financially underwrite a significant portion of the institute. The ideas, however, that permeated the institute's planning were his, and they were an intrinsic aspect of the institute's essence. Therefore, this and similar endeavors prove extremely difficult to replicate.

Oregon Episcopal School's collaboration may be regarded by close readers of our model as a venture that had no "real activity." It is arguable, however, that this particular experiment provides a quintessential example for the Forum. The objective of Oregon Episcopal's collaboration is collaboration itself. The reason for its discontinued status is realistically attributed to a shift in leadership dynamic from one year to the next. In addition, a misunderstanding of the collaboration's mission appears to have been a component of the leadership issue. It is important, however, to recall a statement from the Forum's original mission: "We believe that collaborations between the public and private school sector may help to eliminate the myths that each has about the other and prepare students to live and work in an increasingly diverse society." Clearly, Oregon Episcopal School has made a bold attempt to eliminate these myths. Currently, Sharon Cade is looking for another public school in the area with which to resume the collaborative. Even though it may be a tough sell, it is hoped that another partner school can be found so that this important work can continue.

Conclusions

As the nation searches for solutions to its complex educational problems, many different portions of society are participating in the debate. Often the proposed solutions involve total restructuring of the educational system. While we acknowledge that this instinct is worthwhile, we feel strongly that it is equally important to study solutions that may currently be working, even in our zeal for all-encompassing, quick answers. Collaboration is such a solution. It is occurring in increasing numbers throughout the country in a wide variety of settings. It is being implemented on both small and large scales by educators and concerned citizens who seek to make a real difference. The Forum for Public and Private Collaboration is committed to publicizing such work while providing a viable outlet for these educators to share ideas, receive help and contact others.

Research of existing literature and analysis of past survey results confirmed our belief that collaboration is in fact prominent throughout the country and worthy of substantial study. Unfortunately, the same analysis tells us that collaboration largely resists such study because it is so complex and varied in nature. With this in mind, we took a primarily quantitative approach that could avoid the potential pitfalls of trying to classify the collaborations. We were able to combine our review of the literature with survey results to isolate six characteristics that were crucial to successful collaboration: mission, real activity, funding/resources, open boundaries, assessment and leadership. While our research did not indicate that these occur in any particular order of importance, we were able to conclude that they all need to be present at some level. In fact, collaboration is a process of give and take, one in which these characteristics must interact in a way that allows them to complement each other. Our case studies, both of successful and failed collaboratives, support these assertions.

These conclusions lead to a quandary for those who wish to promote collaboration. The collaboratives are so varied as to make categorization nearly impossible, yet there are so many that publicizing them is essential if this movement is to gain the prominence that it deserves. Perhaps this dichotomous nature has meant that collaboration has not assumed its rightful place in the educational debate in the past. It is our hope that our website will be the vehicle that allows this to happen; it is obvious to us that this medium is the way more and more people will receive and share information into the next century. It is our hope that the combination of this document and the website will help the Forum push collaboration more into the public consciousness as a tool for educational reform.

In order for this to happen, the Forum must continue to bring collaboration into the spotlight. Towards this end, we have provided recommendations for the future in the following section. While our report contains a litany of detailed recommendations for subsequent research teams, we feel that one is especially worth reasserting here. Collaboration is an important movement in education that deserves to be studied and must be better understood. The Forum should play an active role in the dissemination of information about collaboration. It is too large a movement to continue to linger in isolation.

Recommendations

As the Forum continues its work into the future, it is especially important that research teams work to provide continuity and promote the role of the Forum. With this in mind, we have compiled these recommendations for subsequent research teams:

- Pursue alternate sources of funding. Possible sources may include Albuquerque Academy, The Knight Foundation, The Center for Urban Affairs and Policy Research sponsored by Northwestern University, and N.A.I.S.

- Work to understand the public schools' motivation. Many of the survey results now contain contact names, email and/or snail mail addresses, and telephone numbers of public school counterparts. Survey this group, write case studies or do more large scale survey work, perhaps with students and teachers.

- Help establish a formal network for charter schools with private schools. Professor Kane is already involved in this movement. Private school educators can play a significant role in helping charter schools at their inception.

- Monitor emerging collaborations or participate in the evaluation of a current collaborative. Track benefits and drawbacks of collaboration, research existing modes of evaluation (i.e. John Burroughs School in St. Louis, or Ravenscroft School where a dissertation is being written on the program's assessment.) Publicize findings on the website or in magazines.

- Continue adding to and improving the website. It should be continually altered to become more effective for the schools which use it. Promote the exchange of information. Continue to present as much information as possible, to solicit feedback from user schools. How does it fit into wider realm of change and technology as educational tools of the future. Are there other directions and possibilities to pursue with it? The central information dissemination device, our

webpage is very important for future groups.

• Work closely with Forum Board to obtain funding, support and awareness of the research team's efforts. Utilize networking and publicity channels. Explore the possibility of a subcommittee of the original board who may establish an endowment or a foundation for the purpose of funding collaboratives.

• Read related publications before setting out to establish your team's goals and objectives. Familiarize yourselves with material and information that exists. See our list of references below.

• Collect another round of data, review and publish findings on website and in publications.

• Break down aspects of leadership (see our follow up survey question #3, Breck School).

• Pursue better understanding of business or corporate collaborations with schools. This may be a potential path to greater and better funding.

• Share examples of collaborations which lead to grants, in case study form or otherwise. Expand support to include grant proposal work, a chat group or similar network on the website. This is a crucial element of consistent and successful collaborations. Smaller organizations might benefit substantially from lessons learned.

• Look more closely at evaluation of collaborations.

• Study fund raising conflicts which arise within collaborations and impede success and/or longevity.

• Explore programs which have changed, but resulted in self-generated new ideas and programs, such as the Rossman School. Explore and visit local and national programs, like Brearley School's "Bridges to Learning", or Marymount School's potential new science collaboration with the Young Women's Leadership

School in East Harlem.

Obviously, these recommendations are intended to provide future research teams with guidance in making the crucial decisions about what directions to pursue. They are certainly not meant to be restrictive, but rather to create an environment where the work of the Forum in the future builds towards a more active role in the promotion of collaboration.

References And Related Literature

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Appendix A

Webpage Information

This has indeed been an exciting part of the project, and ongoing work is necessary to enable meaningful communication to exist for schools hoping either to continue or to undertake such collaborations in the future.

Ideally, the person who adopts this facet of the project will be more versed in HTML-language and page-layout than the current webpage editor has been. If not, it is possible to learn a great deal from the HTML course that is offered here at TC, usually at the beginning of each semester. This course played a crucial role for understanding programming commands and the process used by the World Wide Web in translating commands into readable page layouts. Whatever the case, it is important to obtain up-to-date literature about the source codes used to program pages on TC's server. As evident from the layout of these pages, there is not a great deal of creativity at work here. There is large opportunity to enliven these layouts with graphics, etc. Even though initial development of these pages was made with the proper source commands, the most recent changes have been made with Netscape Gold 3.0, using the EDITOR mode. If you understand how this feature works, construction of webpages becomes a great deal easier.

For future Forum research teams at Teachers College, further suggestions for this website include revamping the survey page to address theories that accompany the evolution of school collaborations. In this regard, changes may also be made to existing philosophies, missions, and case studies on this site. Since the survey page uses a different programming software (CGI), some assistance from one of the TC webmasters (again, in the Academic Computing Services department) may be necessary. In addition, with the recent acquisition (May, 1997) of the appropriate server software, webmasters here at TC can now establish a "Bulletin Board

Service." This feature allows schools to communicate with other schools, using the Public/Private webpage as the vehicle. An ideal application of this feature may even become evident, if schools want to collaborate on a particular project but have no knowledge of a willing partner school. Thus, advertising for a collaborative partner is now possible. In order to understand the use of these different softwares and their languages, you may need to contact Jim Cummins in the Academic Computer Services department. His email address is: cummins@ msmailhub.tc.columbia.edu

In addition, another project for the next Public/Private group is related to all the data compiled over the previous two years from private schools. Even though it may be time consuming, it would be worthwhile to put all of the information acquired from phone interviews and mail surveys onto a data base which ultimately becomes part of the Public/Private website. Such a venture would allow any school with access to the World Wide Web to discover what types of collaborations are being undertaken by other schools. While this suggestion does not seem to present a tough technological obstacle, the time required to input all of this information may prove to be the highest hurdle. Future research teams should explore the possible use of Forum funding to hire someone to do this tedious work. If this option is still possible, subsequent Public/Private work groups would only be required to manage the manipulation of this data on the website, and not conduct its genesis therein.

Once the webpage becomes functional with the proposed features, it is advisable for the next research team to send another mailing to the schools in the data base. This mailing should remind the schools that the webpage is working and should inform them about any change in the URL, if necessary. Several schools have already made this request, and in the spirit of communication, it seems to be a

good idea.

With the recent refurbishing of the TC computer areas, it is now possible to use MAC or PC formats to make changes to the Public/Private website. Using the MAC option, through the CHOOSER command, seems to be the easier method, but WINDOWS gurus will invariably never agree to any proposition of the sort, so to each his/her own! If you use the MAC route, the files are in "drive h" under "tc-web" and are entitled WWW. The password is currently kling . The user name is HOUCK. "Pub" is the main folder and "ACADEMIC" is the first sub-folder.
Should you wish to change any of these features, George Schuessler in Academic Computing Office (236 Horace Mann) will ensure that the proper security steps are taken.

The directions for PC are (currently) as follows:

1) exit Windows	
2) at the C>prompt, type:	login tc-web/Houck
3) password is:	kling
4) return to windows by typing	win
5) the files are in	drive: h> directory: www

Once accessing the account, it may be necessary to search through all of the documents in order to determine what graphics and documents actually exist. This has been a fun part of the project, hopefully it will continue to flourish!

If you need assistance, please do not hesitate to contact me:

Jay Houck
Tabor Academy
Marion, MA 02738
(508) 748-2000, ext. 297 email: JHOUCK@tabor.pvt.k12.ma.us

Good Luck!!!

THE FORUM FOR PUBLIC AND PRIVATE SCHOOL COLLABORATION

Independent schools have, in part, justified their existence by serving as models for public education yet have seldom succeeded in bringing public schools to their doors. Essentially public and private schools have existed as parallel institutions with little communication or transfer of knowledge about effective practices between them.

The Forum for Public and Private Collaboration was established in 1995 to break the barriers that exist between school sectors and to encourage the kind of collaboration that is mutually beneficial. The Forum had its beginnings at Albuquerque Academy in January, 1995, when a small group of educators, hosted by the Albuquerque Academy Foundation gathered to consider these important questions.

WHAT IS A PUBLIC-PRIVATE SCHOOL COLLABORATION?

When people in a public and private school decide to come together and undertake a program that brings the students and teachers of their schools together, they create a collaborative project. They may wish to share the material resources of their own schools, as well as the expertise, energy, and vision of their personnel. In addition, they anticipate that doing work or having fun together will give students an enriched awareness of different lifestyles and mindsets.

Is your school interested in starting a collaboration? Follow this link to find out more about the missions behind the collaborations of of other schools.

Please take the Forum's survey and provide us with current information about your program.

In addition, we have used the experiences of other private schools participating in collaborations to construct a list of support questions to consider when beginning a collaboration.

This project is managed by The Klingenstein Center at Teachers College, Columbia University

If there are problems with the web page, please send email to Jay Houck
This page is under construction. It was last updated on February 24, 1997

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as models for public education yet have seldom succeeded in bringing public
schools to their doors. Essentially public and private schools have existed
as parallel institutions with little communication or transfer of knowledge
about effective practices between them. </B><BR>
</P>

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1995 to break the barriers that exist between school sectors and to encourage
the kind of collaboration that is mutually beneficial. The Forum had its
beginnings at Albuquerque Academy in January, 1995, when a small group
of educators, hosted by the Albuquerque Academy Foundation gathered to
consider these important questions. </B><BR>
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<H3 ALIGN=CENTER>WHAT IS A PUBLIC-PRIVATE SCHOOL COLLABORATION?</H3>

<P>When people in a public and private school decide to come together and
undertake a program that brings the students and teachers of their schools
together, they create a collaborative project. They may wish to share the
material resources of their own schools, as well as the expertise, energy,
and vision of their personnel. In addition, they anticipate that doing
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work or having fun together will give students an enriched awareness of different lifestyles and mindsets.
</P>

<H4>Is your school interested in starting a collaboration? Follow this link to find out more about the<A HREF="http://www.tc.columbia.edu/~klingenstein/PRIV2.HTM" > missions</A> behind the collaborations of of other schools.</H4>
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<H4>Please take the Forum's <A HREF="http://www.tc.columbia.edu/~klingenstein/ppsurv.htm">survey</A> and provide us with current information about your program.</H4>

<H4>In addition, we have used the experiences of other private schools participating in collaborations to construct a list of <A HREF="http://www.tc.columbia.edu/~klingenstein/PRIV3.HTM">support questions</A> to consider when beginning a collaboration.</H4>

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This page is under construction. It was last updated on February 24, 1997
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MISSIONS OF COLLABORATIONS

WHY HAVE PRIVATE SCHOOLS FORMED COLLABORATIONS?

1. To raise student awareness about the diversity of society.
2. To share or trade resources with other schools.
3. To perform community service.
4. To promote development and other professional opportunities for teachers.

Are you wondering about some of the particulars that need to be considered when venturing into a collaboration? Please check out our Support for Collaborations page.

Please take the Forum's survey and provide us with current information about your program.

Return to Home Page

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SUPPORT FOR SCHOOL COLLABORATIONS

DOES YOUR SCHOOL HAVE THE NECESSARY ELEMENTS TO START ITS OWN COLLABORATION?

Extensive research has targeted the following areas as vital for consideration when planning a joint venture with another school.

PHILOSOPHY
Is there a formal written statement on which both sides agree?

LEADERSHIP
Who will be in charge of the collaboration?
How will the decisions be made?
How will communication occur between the two groups?
How will you communicate within your own group?

PERSONNEL
Is there faculty willingness to oversee the project?
Is there enough student willingness to make the project viable?
Has there been a connection established with personnel of the other party?
What other personnel is necessary?

TIME
How long will the collaboration last?
How frequently will it meet?
How many people are required at each session?

SPACE
Where will the meetings take place?
Who will make sure that the area is available?
What kind of transportation is necessary?

FUNDING
How much is needed?
What is the funding source?
Will the money be available in time?

Please take the time to consider these questions: research of collaborations undertaken by private schools have targeted these trouble spots!

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Return to Home Page

Please feel free to explore our missions page which provides links to other private schools currently undertaking collaborations.

Please take the Forum's survey and provide us with current information about your program.

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<P><B><U>PHILOSOPHY<BR>

</U></B>Is there a formal written statement on which both sides agree?
</P>

<P><B><U>LEADERSHIP<BR>
</U></B>Who will be in charge of the collaboration? <BR>
How will the decisions be made? <BR>
How will communication occur between the two groups? <BR>
How will you communicate within your own group? </P>

<P><B><U>PERSONNEL<BR>
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Has there been a connection established with personnel of the other party?
<BR>
What other personnel is necessary? </P>
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<P><B><U>TIME<BR>
</U></B>How long will the collaboration last? <BR>
How frequently will it meet? <BR>
How many people are required at each session? </P>

<P><B><U>SPACE</U></B><BR>
Where will the meetings take place? <BR>
Who will make sure that the area is available? <BR>
What kind of transportation is necessary? </P>

<P><B><U>FUNDING</U></B><BR>
How much is needed? <BR>
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Will the money be available in time?</P>

<CENTER><P>Please take the time to consider these questions; research of collaborations
undertaken by private schools have targeted these trouble spots! <BR>

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<CENTER><P>Please feel free to explore our <A
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provides links to other private schools currently undertaking collaborations. <BR>
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INFORMATION SURVEY

Teachers College, Columbia University
Box 125
525 West 120th Street
New York, NY 10027
Phone (212) 678-3156
Fax: (212) 678-3254

School Information

The following information will be used to update the information originally obtained by the Forum for Public-Private School Collaborations. Thank you in advance for your cooperation.

Your E-MAIL Account (Required) _____

School Name _____

Address _____

City _____

State _____

Zip Code _____

NAME OF CONTACT _____

NAME OF PUBLIC SCHOOL _____

NAME OF PUBLIC SCHOOL CONTACT _____

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PUBLIC SCHOOL PHONE NUMBER _____

TITLE OF COLLABORATIVE _____

BRIEF DESCRIPTION OF COLLABORATIVE:

Year Your Program Began _____

Number Of Students Involved From Your School _____

Number of Students from Your Partner School _____

Why did you start your program?

How have you measured the results?

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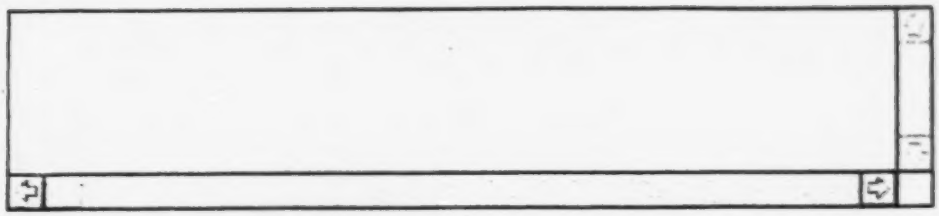

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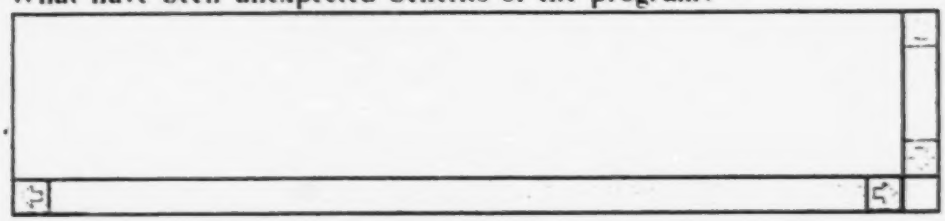

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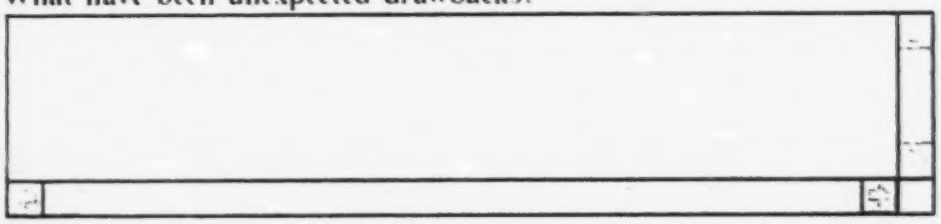

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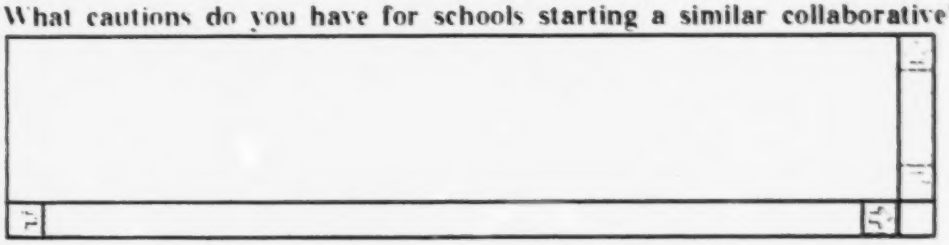

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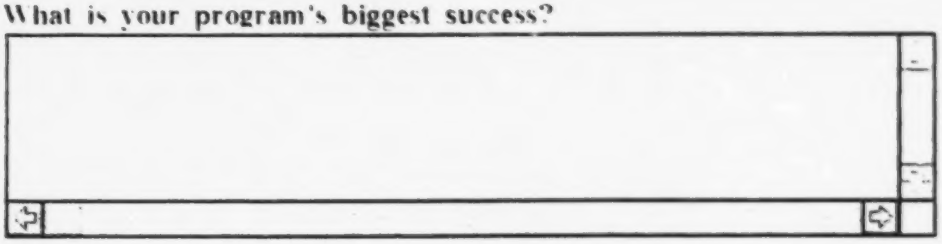

Are you willing to be contacted by someone interested in starting a similar collaborative?

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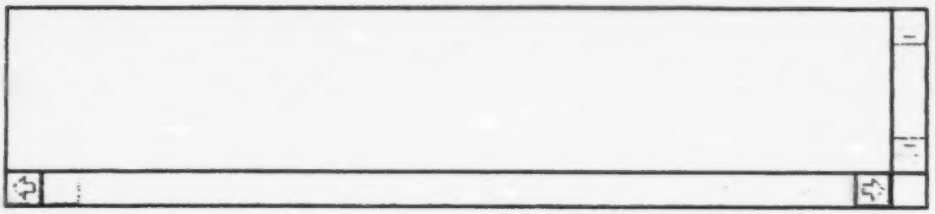
Is there anything you feel bears mention but was not addressed by any of these questions?



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<H1>Klingenstein Center</H1>

<H4><A HREF="http://www.tc.columbia.edu">Teachers College, <A
HREF="http://www.cc.columbia.edu">Columbia University</A> <BR>
Box 125 <BR>
525 West 120th Street <BR>
New York, NY 10027 <BR>
Phone (212) 678-3156 <BR>
Fax: (212) 678-3254 <BR>
<BR>
</P>
<H2>School Information</H2>

<P><B>The following information will be used to update the information originally
obtained by the Forum for Public-Private School Collaborations.

Thank you in advance for your cooperation. </B></P>

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Why did you start your program? <BR>
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BEST COPY AVAILABLE

Appendix B

The Forum for Public and Private Collaboration
is compiling a directory
of
independent schools making a difference
by collaborating with public schools.

Yours is one of these schools!

We encourage you to read on and
update your information.

www.tc.columbia.edu/~klingenstein/priv.htm
Box 125 525 W. 125 St. New York, NY 10027-6696 212-678-3156

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
THE FORUM FOR PUBLIC AND PRIVATE COLLABORATION

Your school is making a difference.

We would like to add your name to a listing of schools doing important work in PUBLIC/PRIVATE COLLABORATION.

Our aim is to provide mechanisms for others who seek the guidance and assistance of those people already involved in a collaborative public/private school project. We have established why and how these collaboratives work, identified the benefits of such interaction, and provided examples of successes.

To help us update our information please sign on to our web page

(**http://www.tc.columbia.edu/~klingenstein/priv.htm**)

or

return the survey in the self-addressed envelope.

You will find the information your school last submitted enclosed. Any information, however brief, will be valuable to us.

Thank you.

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BOX 125, 525 WEST 120TH STREET, NEW YORK, NY 10027-6696 • (212) 678-3156FAX (212) 678-3254 • http://www.tc.columbia.edu/~klingenstein/priv.htm

The following will be used to update the information originally obtained by the Forum for Public/Private Collaboration. Thank you in advance for your cooperation.

Private school name:
email:

Name of current contact:
phone:

Public school name:
email:

Name of current contact:
phone:

I. Is your program substantially the same as the enclosed information?

YES NO

If YES, skip to II. If NO, please provide the following information:

a. The year your program began
b. The number of your students involved
c. The number of students from your partner school

II. All schools, please answer the following:

1. Title of collaborative:

2. Description of collaborative:

3. Why did you start your program?:

4. How have you measured the results?:

5. What have been unexpected benefits of the program?:

6. What have been some unexpected drawbacks?:

7. What are some cautions to people trying to start a similar collaborative?:

8. What is the biggest success?:

9. Is there anything else you feel must be mentioned but isn't encompassed by any of the other questions?:

Forum

06 12 95

School:	A school submitting information
Writername:	Person submitting information
Contact:	Contact person at above school
Title:	Job title of contact person
Street:	Street address of above school
City:	City location of school
State:	State
Zip:	Zip
Phone:	School phone
Progname:	Name of program as submitted by above school
Descrip:	Description of the program in which public and private schools are collaborating
Public:	Name of the public school involved in the program
Studpub:	0
Studpriv:	0
Teachpub:	0
Teachpriv:	0
Years:	Years program has existed
Annualtime:	Number of months program operates in a year
Funding:	A description of the funding sources for the program
Activity:	Nature of the program's activity
Success:	A description of how the program's success is monitored
Sort:	A school name for A-Z sorting

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phone # _____ caller _____ time begun: ____ date__

contact name: _____ time ended :____

Hi, my name is _____ . I'm calling from the Forum for Public/Private Collaboration. Thank you so much for returning our survey about your school's public/private collaboration. We're interested in the information that you provided on your survey and hope to use it in our final study. Do you have 10 minutes for some follow-up questions?

arranged time to call back _____ date_____

other phone # to call _____

Before we start with the questions, could you please jot down these 7 phrases:

___ assessment
___ funding/resources
___ leadership
___ mission
___ open boundaries
___ real activity
___ other _____

1) I'll start by reading you three categories. Please listen to all three first, and then choose the ONE that most appropriately describes your collaboration.

___ (C) joint work, an extra project, meets a specific need

___ (S) started from organizations with mutual interests

___ (O) agendas of the partners merge, shared goal, common good rather than reciprocal benefit

2) Do you feel that the leadership is equal between the public & private school? How/why?

3) What are the three most important functions that the leader of the collaborative carries out?

4) In what way is the mission(s) of your collaboration communicated to all involved?

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5) Do you feel that the activity supports the mission or goals that were originally formulated for this collaboration? Why or why not?

6) What formal evaluation process is used to assess the affectiveness of the collaboration?

7) Is there an equal sharing of facilities and resources? If not, which party provides more?

8) How is the program funded?

9) Is the funding source a public or private school contact?

10) Now take a look at the phrases you wrote down at the beginning of the questions. Please rank these in order of importance to your collaborative:
1 - most important, 7 - least important

___ assessment
___ funding/resources
___ leadership
___ mission
___ open boundaries
___ real activity
___ other _____

Thank you for your time. This information is very useful. If you need to contact us, please visit our website (www.tc.columbia.edu/~klingenstein/priv.htm). Good luck at this busy time of year and thanks!

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